

Themes from Input to USDB Workgroup Recommendations August 8, 2008

Section	Input	Source	Comments/analysis
Section 1 Definitions (Question 2)			
1.2	Add “low vision” to definition of blind/vision impaired.	1 USDB s	
1.2-3	Describe functional deafness and functional blindness in definitions of deaf and blind. Use functional blindness definition from db for blind.	1 USDB s 3 parents.	
1.3.c	Remove “cortical hearing impairment.”	3 USDB s	Included in SpEd Rules from public comment.
1.4.a-b	Include 0-3 in this statute.	2 parents. 1 USDB s 1 USU s	
1.4.a-b	Don’t include 0-3.	1 EI s 1 USDB s	
1.4	Make definition of deafblind consistent with definitions of deaf and blind.	3 USDB s	
1.4.b	Keep db definition (all parts), accepted methods of identification for young children.	2 USU s 2 parents.	
1.4.b	If deafblind, need an expert in deafblind to identify, not an expert in blind or deaf.	3 USDB s	
1.12.	Change to say “may provide,” not “provide.”	2 USDB s	
1.14	Change so anyone, not only LEA or EI, can make referral to USDB.	2 USDB s	
Section 2 Utah Schools for the Deaf and Blind (Question 1)			
	If USDB were an LEA, parents could use idea dispute resolution procedures for accountability.	1 parent.	300.33 Public agency is defined in IDEA as agency responsible for providing education of children with disabilities. USDB fits that description.
	USDB cannot be LEA. Atty Gen letter.	1 USDB s 1 DLC s	
Section 3 Authority of the Utah State Board of Education (Question 1)			
	Need to separate USD and USD.	12 b/vi p&i	More specialized, better services. Would costs increase?

3.1.a-b	Like requirements/qualifications for Supt.	4 USDB s 1 LEA s	Want Supt to have admin license, knowledge of disability and special ed.
3.1.a-b	Add “have extensive knowledge of special education” to supt qualifications.	1 USDB s	
Section 4 Authority of USDB Superintendent (Question 1,3)			
4.1.b-c	Like having 1 Supt as CEO, and 1 asst for blind, and 1 asst for deaf. Wonder where deafblind fit.	2 parents, d 4 USDB s	
4.1.b-c	Like requirements/qualifications for Asst. Supt.	2 parents. 2 USDB s	Want Asst Supt to have knowledge of disability, school mgmt, instruction and some said admin license
Section 5 Advisory Council for the Schools for the Deaf and the Blind (Question 4)			
5.1.b	Advisory Council needs a parent of a deafblind child, or a deafblind person, not a person with knowledge about deafblind.	1 parent, 2 USDB s	
Section 6 Eligibility (Question 2)			
6.2a-b	Services for deaf and blind should be for all children who are deaf, blind, or deafblind without having to be IDEA eligible or 504 eligible. Service needs are individualized decision [of IEP team, 504 team, or whom if child is neither].	8 parents, 1 USDB s	Is document clear on who is eligible? Some didn't want requirement for disability having adverse effect on educational performance, so that children with corrected disabilities could also be served with adapted curriculum and instruction.
6.2	Services should be only for children who can benefit and be employable in the future. [current language]	1 parent, 1 USDB sr	
Section 7 USDB Entrance Policies and Procedures (Question 2)			
7.1	Make it the Supt “shall” not “may” establish procedures for placement at USDB.	4 parents. 1 USDB s	
	LRE for deaf is Language Enriched Environment (LEE).	2 parents.	
	IEP team should determine placement in LRE. USDB restrictive, no IDEA continuum of placement options.	1 USDB s 1 DLC s	
Section 8 Services provided by USDB (Question 6)			
1.b	Need standards for children who are blind and visually impaired, including Braille and O&M, functional skills, daily living skills.	8 parents & individuals.	
	Teach Braille earlier.	3 parents & individuals	
1.a-c	Need wider range of services and setting options: special school, oral, dual, sign, etc., and let parents know about those options.	15 parents & individuals	

1.c	Remove detailed description for db, not needed.	5 USDB s	
1.c.iv-v	Keep language re LEA and USDB communication intervener.	1 parent. 1 USU s	
1.c.iv	All interveners should be under USDB.	1 USDB s	
1.c	Make sure it is clear that deafblind children need and receive services from both USD and USB.	2 USDB s	
Section 9 Fiscal Responsibilities (Question 7)			
9.3.a-i	Diverse services need funding spelled out. Funding issues for USDB and LEAs for these children need to be addressed and adequately funded, including appropriate salaries for staff.	4 USDB s 1 USDB sr 1 DLC s	
Section 11 LEA Responsibilities (Question 5)			
	No input.		Changing “will” to “shall” would strengthen this part. Timeline?
Section 12 USDB Role in USIMAC			
	Need stronger, more detailed language about NIMAS, NIMAC, and USIMAC.	1 USDB s	
Section 13 State Deafblind Education Specialist			
13.2	Keep Deafblind specialist, should help parents problem solve. Provides checks and balances. Deafblind specialist should not be USDB employee-conflict of interest.	3 parents. 1 USU s	
13.2-4	Take Deafblind specialist out—don’t need it. Utah has good db services and trained consultants. Contract with USDB for db services/consultants.	4 USDB s	